Barrow County School System

Boldly Committed to Student Success

# Yargo Elementary School

## SCHOOLWIDE IMPROVEMENT PLAN (SIP)

## TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

## PROFESSIONAL LEARNING PLAN

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| **NAME OF SCHOOL PRINCIPAL: Mrs. Diane Bresson** |
| **NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael** |
| *X□ Schoolwide Title 1 School* □ *Targeted Assistance Title 1 School* □ *Non-Title 1 School*<br>□ *Comprehensive Support School* □ *Targeted Support School* |

| | Type name below for plan approval | Approval Date |
|---|---|---|
| Superintendent | Dr. Chris McMichael | 9/2/16 |
| Title I Director | David Beeland, Jr. | 8/25/16 |
| System Professional Learning Coordinator | Meggan McNally | 8-15-16 |
| School Governance Team Chairperson | Michelle Edwards | 9-29-16 |
| Principal | Diane Bresson | 8-14-16 |

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## Needs Assessment/ Data Review Results

| Prioritized Needs | Data Source | Participants Involved | Communication to Parents and Stakeholders |
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| Math | 2016 GA Milestones<br>Math Level 1 & 2<br>- 61.8 % of 3rd grade students<br>- 57.37 % of 4th grade students<br>- 66.17% of 5th grade students<br><br>Math Level 1 only<br>- 21.67 % of Hispanic students<br><br>2014 CCRPI<br>-63.774% scored a 2,3, or 4<br>- Hispanic subgroup did not meet either the state or subgroup performance target | Attendees at Comprehensive Needs Assessment<br>School Governance Team<br>YES Leadership Team<br>YES Faculty and Staff | Letter Home<br>Email Blast<br>YES Sign<br>ParentLink<br>Social Media<br>Website<br>Barrow App |
| Writing/ELA | 2016 GA Milestones<br>ELA Level 1 and 2<br>- 63.38 % of 3rd grade students<br>- 44.96 % of 4th grade students<br>- 61.49% of 5th grade students<br>- 88% of SPED students<br><br>2014 CCRPI<br>-68.269% scored a 2,3 or 4<br>-SWD subgroup did not meet either the state or subgroup performance targets<br><br>2015-2016 Write Score Data<br>Ideas Average out of 4 points<br>- 3rd grade scored 1.8<br>- 4th grade scored 2.4<br>- 5th grade scored 1.9 | Same as Above | Same as Above |
| Family Engagement<br>- Improving Math Skills<br>- Helping Children Learn at Home<br>- Homework Study Habits<br>- Academic Progress | Parent Survey Results<br>-45.26% of parents would like training on how to improve their child's math skills<br>-32.11% of parents want academic materials to use with their student at home<br>-35.26% of parents want training on how to develop homework and study habits<br>-85.26% of parents feel that their teachers regularly inform them of their child's academic progress | Same as Above | Same as Above |

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## GOAL AREA I: ACADEMIC ACHIEVEMENT

| Smart Goal | Action / Strategies / Interventions | Captains | Timeline | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Resources | Alignment |
|---|---|---|---|---|---|---|---|---|
| | | | | Artifacts | Evidence | | | |
| **Math**<br><br>Kindergarten - 93% of kindergarten students will meet or exceed on the math section of GKIDS by the end of the 2016-2017 school year. The average from 2010-2015 was 85.2%.<br><br>1st Grade - 95% of first graders will score 80% or higher on 30 mixed addition and subtraction problems using the numbers 0-10. by May 1.<br><br>2nd Grade - 80% of second grade students will reach at least level 28 (adding/sub within 20) on their Smart Cookie by May 1.<br><br>3rd Grade - 50% of students will score in level 3 or 4 on the 2016-2017 GA Milestones. Milestones data for 2015-2016 showed that 38.2% of 3rd grade students scored at level 3 or 4.<br><br>4th Grade - 50% of students will score in level 3 or 4 on the 2016-2017 GA Milestones. This group of | Math Special provided by a parapro.<br><br>Computer Lab Special - Continue with Math Masters competition and/or switch to Reflex Math.<br><br>Integrate Math into all Specials areas.<br><br>Reflex Math - online math practice and monitoring will be used in all classrooms.<br><br>Continue fact practice in all classrooms. Conference with each student and have all students set at least quarterly goals.<br><br>Increase time allotted for Math in Master Schedule. Use ELT time primarily for math.<br><br>Math workshop model used in all classrooms.<br><br>Complete CGI 3x/week in grades K-3.<br><br>Grades 4-5 will model a math constructed response 1 day/week. | Principal, Assistant Principal, Instructional Coach, Leadership Team | August/ October/ December/ February - Grade Level Rep provides Math Special para **and** all Specials teachers with target skills to integrate for the next grading period.<br><br>August - all classes begin using Reflex Math (also in Computer Lab)<br><br>August - May - All classes complete CGI 3x/week (K-3).<br><br>Modeling/ completing a constructed response (4-5) 1x/week.<br><br>September - Begin Math Problem of the Week. | Lesson Plans, PLC Agendas, AIL Design Team Data, Math Masters Hall of Fame, Reflex Math data, APTT data, agendas, etc., TKES Walkthroughs/Formatives | **Leaders Demonstrate:** Knowledge of where school is as a whole with problem solving and fact fluency and provide leadership with next steps.<br><br>**Teachers Demonstrate:** Understanding of strategies students use to solve problems and gain fact fluency.<br><br>**Students Demonstrate:** Increase in problem solving skills and fact fluency. Deeper understanding and increased confidence. | Monthly in Faculty Meetings<br><br>PLC's will review data in Design Teams.<br><br>Three APTT meetings | Math Parapro Salary and Benefits Principal's Fund<br><br>Computer Lab. Para. (salary & benefits) Title I<br><br>Instructional Coach - (salary and benefits) Title I<br><br>Reflex Math - Site License for one year. $3,000 Title 1 | **BCSS Indicators***: Curriculum, Instruction, and Assessment (CIA);; Learning Supports for All Students (LSAS); College and Career Ready Students (CCRS)<br><br>**AdvancED:** 1.3, 2.3, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 3.11<br><br>**GA Standards:** CS1, CS2, A1, A4, I3, I4, I5, I6, I7, I8, PL1, PL3, PL5, L2, L4, L5, L6 |

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| students had 38.2% score in the levels in third grade.<br><br>5th Grade - 55% of students will score in level 3 or 4 on the 2016-2017 GA Milestones. This group of students had 42.6% score in these levels in 4th grade.<br><br>Hispanic Subgroup - The number of Hispanic students scoring Level 1 will decrease from 28% to 15% on the math section of the GA Milestones. | Implement a Math Problem of the Week (POW) on YTV. IC will write a problem each day for the varying grade levels. Teachers will submit correct answers to IC (Box). IC will choose one student/week to share how they solved the problem. | | | | | | | |
| **Writing/ELA**<br><br>Kindergarten: 50% of students in kindergarten will score at a level 2.5 or above on the BCSS Writing Rubric during the 2016-2017 school year. This will be our baseline data for future years..<br><br>1st Grade: 50% of students in first grade will score at a level 2.5 or above on the BCSS Writing Rubric during the 2016-2017 school year.This will be our baseline data for future years.<br><br>2nd Grade: 50% of students in second grade will score at | Monthly writing scored using the BCSS rubric (K-2) and/or Georgia Milestones Rubric (3-5) and placed into a portfolio-progress towards meeting writing goals is reviewed with students during writing conferences throughout the year. Portfolios are also reviewed with parents during conferences.<br><br>Teachers model with students how to self-assess their writing using student friendly rubrics.<br><br>Workshop model will be implemented in all rooms during the Reading / ELA segment to assure targeting of individual needs and especially needs of EL and SWD. As a part of the workshop, model completing a | Principal, Assistant Principal, Instructional Coach, Leadership Team | Aug.-May: Writing scored and recorded in All In Learning monthly. Writing is then placed in the student's' writing portfolio in the classroom.<br><br>Sept.-Review of workshop model / expectations in PLC with Instructional Coach<br><br>1st quarter: Model and discuss how to use the narrative rubric<br>In writing workshop<br><br>2nd quarter: Model and discuss how to use the informational rubric | Lesson Plans, PLC Agendas, AIL Design Team Data, agendas, etc., TKES Walkthroughs/Formatives, Mock Writing and Write Score data | **Leaders Demonstrate:** Knowledge of writing data and best practices to support student writing; ability to locate and conduct checks for student writing portfolios<br><br>**Teachers Demonstrate:** Ability to review data and adapt instruction to help increase student success; management of the writing workshop classroom to include mini-lessons, | Review of data with instructional coach during Design Team meetings / PLCs to review monthly writing data<br><br>Spot checking of student writing portfolios by administration / Instructional Coach | Write Score Assessment: $5,757.00<br><br>Computer Lab Para (salary & benefits)<br><br>Instructional Coach (salary and benefits) | **BCSS Indicators***: Curriculum, Instruction, and Assessment (CIA); Innovation & Technology Integration (ITI); Learning Supports for All Students (LSAS); College and Career Ready Students (CCRS)<br><br>**AdvancED:** 1.1, 1.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 3.10, 3.11, 3.12,<br><br>**GA Standards:** CS1, CS2, A1, A2, A3, A4, A5, I1, I4, I5, I7, PL1, PL2, PL6, L3, L4, L7, L8 |

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| a level 3 or above on the BCSS Writing Rubric during the 2016-2017 school year. This will be our baseline data for future years.<br><br>3rd-5th Grade: 50% of students in grades 3-5 will score in levels 3 and 4 on the Ideas portion of the Extended Response Rubric on the 2016-2017 Georgia Milestones. During 2015-2016, that percentage was 23.3%.<br><br>3rd-5th Grade: 50% of students in grades 3-5 will score in levels 3 and 4 on the Narrative Response Rubric on the 2016-2017 Georgia Milestones.During the 2015-2016 school year, that percentage was 40.9%.<br><br>SPED: 25% of SPED students in grades 3-5 will score in levels 3 and 4 on the Ideas portion of the Extended Response Rubric on the 2016-2017 Georgia Milestones.This will be baseline data for future years. | writing task using Think Alouds and the I Do, We Do, You Do (gradual release of responsibility) model. Review BCSS Frameworks to ensure the workshop model is being appropriately implemented.<br><br>Vertical meetings to determine that similar vocabulary is being used across all grade levels in writing.<br><br>Computer Lab:<br>1. Focus some time in the lab on typing skills to type in class, on tests, and in the future.<br>2. Complete quarterly writing prompts in the computer lab using the Scholastic Story Starters website in grades 2-5.. http://www.scholastic.com/teachers/story-starters/<br><br>SPED and EL teachers push-in during Reading / ELA and help with the writing side of segment as well.<br><br>SPED teachers will emphasize test taking skills and strategies relative to writing<br><br>SPED teachers will collaborate with ELA teachers to assure they are using the same instructional strategies, terminology, and resources | | in the writing workshop<br><br>3rd quarter: Model and discuss how to use the opinion rubric in the writing workshop<br>Review writing standards in PLCs for all grade levels / Vertical meeting in Fall to discuss common vocabulary<br><br>Computer Lab assessments in Oct, Jan, Mar, May. Computer lab teacher will communicate which students didn't write to teacher verbally.<br><br>SPED/EL: Aug.-May<br><br>3-5 Write Score: October; January<br><br>1-2 Write Score: Jan.<br><br>SPED teachers will introduce and model test taking skills in August & September. They will practice and refine these skills in October - April. | | modeling, and conferences; knowledge of the BCSS and/or Georgia Milestones Writing Rubrics<br>**Students Demonstrate:**<br>Ability to write in each of the three writing genres (narrative, informational, opinion); knowledge of writing rubrics and ability to self-assess their own writing; ability to write on a given topic for an extended period of time; use vocabulary related to writing standards; use technology to express thoughts | | | |

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| | Complete Mock Writing Assessments via Write Score in grades 3-5 twice during the school year, in grades 1-2 once during the school year | | SPED and ELA teachers will collaborate weekly. | | | | | |
| **TECHNOLOGY INTEGRATION**<br>YES will improve from "emergent" to "operational" under Technology Integration/BYOT on the self-assessment rubric for our annual impact check | Digital Coach will implement an annual plan to increase technology integration among all grade levels.<br>The plan includes:<br>-Presenting a preview of a tool at each monthly faculty meeting<br>-Providing an in-depth PL session on the tool previewed each month during that month<br>-Providing two coaching sessions per week for staff to sign up for when they need assistance with a tool previously learned, or one they are learning on their own<br>-Grade levels will decide on one technology tool that they would like to learn, practice, and become efficient at implementing in their classroom. The Digital Coach will design PL specific to each grade level's tool chosen to implement throughout the year. | Digital Coach | Monthly professional learning will be offered per grade level based on tool, and as needed<br>**Schoolwide PL**<br>Pre-Planning: Google Classroom, GAFE, and All in Learning (Preview/PL Session offered monthly)<br>August - All in Learning<br>September - Mail Chimp/SAMR PL<br>October - Beginning Flipped learning with grade level tool focus<br>November - 3D Printers<br><br>**Grade Level Specific PL**<br>(SEPTEMBER - MAY):<br>(awaiting completion of Google Form from grade level leaders)<br>K- All in Learning<br>1- Kahoot<br>2- Quizizz<br>3- Seesaw | Pictures of technology integration shared with staff at meetings and posted on social media, Faculty meeting sign-in sheets, PL sign-in sheets, Digital Coach PL sign-up sheets | **Leaders Demonstrate:**<br>Support for technology integration to help impact teaching and learning<br><br>**Teachers Demonstrate:**<br>Mastery of implementation of specific technology tool effectively in their classroom<br><br>**Students Demonstrate:**<br>Ability to develop products that are associated with grade level standards as well as engaging in learning | Updates will be given at each leadership meeting | None | BCSS Indicators*: Innovation & Technology Integration (ITI), College and Career Ready Students (CCRS)<br><br>AdvancED:<br>1.2, 3.1, 3.3, 3.4<br><br>GA Standards:<br>CS1. I6, L8, PL1, PL2, PL3, PL6, PL4 |

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| | | | 4- Google Classroom<br>5- Seesaw | | | | | |

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## GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

| Smart Goal | Action / Strategies / Interventions | Captains | Timeline | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Resources | Alignment |
|---|---|---|---|---|---|---|---|---|
| | | | | Artifacts | Evidence | | | |
| **Family Engagement**<br><br>YES will train faculty/staff,and fully implement Academic Parent Teacher Teams (APTT) in grades K-5. YES will hold three meetings focused on Math.<br><br>At each of the three APTT meetings being held, we would like 75% of our parents to be in attendance to learn strategies they can use at home to support their child's development of fundamental skills in math. | Training of core group of APTT school leaders to then train all of our staff.<br><br>Implement APTT model during the 2016-2017 school year.<br><br>Translation and Interpretation - All meeting notifications will be sent home in English and any other language needed. Interpreters will be available at all APTT meetings.<br><br>**APTT#1 Meeting - 6:00-7:15pm**<br>8/22/16: 2nd/3rd<br>8/23/16: K/1st<br>8/25/16: 4th/ 5th<br><br>**APTT#2 Meeting - 6:00-7:15pm**<br>1/9/17: K/1st<br>1/10/17: 2nd/3rd<br>1/12/17: 4th/5th<br><br>**APTT #3 Meeting - 6:00-7:15pm**<br>3/27/17: K/1st<br>3/28/17: 2nd/3rd<br>3/30/17: 4th/5th | Principal, Instructional Coach, Counselor, Mrs. Kent (EIP), Mrs. Rollo (3rd grade) | **Captains Training**<br>May training in Macon, GA. (2 days). Bresson in July.<br><br>**Initial Training**<br>Post-planning training of all faculty and staff (6 hours).<br><br>**APTT #1 - Training**<br>08/04/16<br>08/09/16<br>08/18/16<br>(During grade level planning)<br><br>**Individual Conference Training**<br>10/04/16: 7:00 a.m.-8:00 a.m.<br>10/06/16: During PLCs<br><br>**APTT #2 Training**<br>11/08/16: 8-10 a.m.<br>12/19/16: 8-10 a.m.<br><br>**APTT #3 Training** | Powerpoints, sign-in sheets | **Leaders Demonstrate:**<br>Help facilitate APTT evenings. Increase positive climate between parents and school.<br><br>**Teachers Demonstrate:**<br>Increased positive climate between school and family.<br>Ability to inform and help parents in practicing math at home<br><br>**Students Demonstrate:**<br>Increased math fluency | **APTT #1 Debriefing with Teachers**<br>08/23/16: 2nd/ 3rd<br>08/24/16: K/1st<br>08/26/16: 4th /5th<br>(During grade level planning)<br><br>**APTT #2 Debriefing with Teachers**<br>1/10/17: K/1st<br>1/11/17: 2nd/3rd<br>1/13/17: 4th / 5th<br>(During grade level planning)<br><br>**APTT #3 Debriefing with Teachers**<br>3/28/17: K/1st<br>3/29/17: 2nd/3rd<br>3/31/17: 4th/5th<br>(During grade level planning) | $3,000 for captains travel to training meetings during the year at GaDOE.<br><br>Materials and supplies for meetings- $1,000 | **BCSS Indicators**: Curriculum, Instruction, and Assessment (CIA);; Learning Supports for All Students (LSAS); College and Career Ready Students (CCRS)<br><br>**AdvancED:** 1.1, 2.4, 2.5, 3.3, 3.5, 3.8<br><br>**GA Standards:** CS2, A1, A4, I2, I3, I7, PL1, PL4, PL5, L4, L8 |

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| | **Individual Parent Conferences**<br>10/17/16-11/18/16<br><br>**Family Focus Group**<br>(04/28/16)<br>Hosted by the principal at the conclusion of the 1st year of APTT implementation. Comprised of a cross section of 10 to 15 parents who have participated in most APTT activities. | | 2/20/17: 8:00 a.m.-10:00 a.m.<br><br>3/10/17: 8:00 a.m.-10:00 a.m. | | | | | |
| **CCRPI Climate Rating**<br><br>YES will receive a CCRPI Climate Rating of at least four stars or higher.<br><br>Student attendance average of at least 96% or higher. Last year our student attendance rate was 95.73%<br><br>Staff Attendance of at least 95% or higher. Last year our attendance rate was 94.62%<br><br>Reduce office referrals by 5% over previous year. Last year we have 165 office referrals. | Quarterly attendance incentives for students who are here "Every Minute of Every Day" will be given out. The "prize" will be shown on the YTV announcement to generate excitement for our students.<br><br>Will continue staff attendance incentives we began last year by rewarding teachers with a Jeans pass when their grade/area is in attendance every day for two weeks. Leadership Team will determine if this incentive needs to be changed in any way at our September meeting. | Principal, AP | Monthly attendance rates.<br><br>Monthly discipline data. | Emails, ParentLink, Newsletters, Flyer home, BOE Reports, Tyler Pulse Discipline Reports | **Leaders Demonstrate:**<br>Focus on school climate.<br><br>**Teachers Demonstrate:**<br>Knowledge of what makes up our Climate Rating (surveys, discipline data, and attendance).<br>Desire to be at school every day possible and contribute to cultivating a positive school climate.<br><br>**Students Demonstrate:**<br>Students feel safe at school, students desire to be at school every day. | Principal will also share student and staff attendance rates at each Faculty Meeting.<br><br>AP will share discipline data at each faculty meeting. | None | **BCSS Indicators**: Communications (C)<br><br>**AdvancED:** 1.3, 2.4, 2.5, 4.7<br><br>**GA Standards:** L1 |

## GOAL AREA III: OPERATIONAL EFFECTIVENESS

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| Smart Goal | Action / Strategies / Interventions | Captains | Timeline | Evaluation of Implementation and Impact on Student Learning | | Monitoring Actions of Implementation | Resources | Alignment |
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| | | | | Artifacts | Evidence | | | |
| **SGT**<br>SGT will operate fully as evidenced by posted eBoard minutes, completion of the the SGT Checklist, and the Annual Summary Report. | Encourage all SGT members to attend annual training at the summer Leadership Conference<br><br>Encourage all SGT members to be at every meeting during the school year..<br><br>The scope of work of the SGT will focus on:<br>- Alignment with the school improvement plan<br>- Alignment with school budget and resource allocation priorities<br>- Positively affecting the overall student population, the staff, and the community | Principal | Will meet five times during the year. Also, will meet one additional time to complete our TOTY selection. | Posted dates of meetings, Emails to SGT members week before each meeting, EBoard agendas, minutes and support documentation<br>. | **Leaders Demonstrate:**<br>Deeper knowledge of how schools operate and run.<br><br>**Teachers Demonstrate:**<br>Awareness of how SGT operates and helps in decision making at school level. | After each meeting Principal will update the SGT Checklist | None | BCSS Indicators*: Governance (G); Communications (C); Fiscal Responsibility (FR); Planning and Support (PS)<br><br>AdvancED:<br>2.1, 2.2, 2.3, 2.4, 2.5<br><br>GA Standards:<br>L1, L5 |

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## Professional Learning Plan to Support School Improvement Plan

| Professional Learning Strategy to support achievement of SMART Goals | Captains | Professional Learning Timeline | Artifacts/Evidence of Impact on Student Learning | Monitoring Teacher Implementation of Professional Learning | Estimated Cost, Funding Source, and/or Resources |
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| Book Study Groups: Instructional Coach will lead a group of teachers in a self-selected book study each quarter:<br><br>Guided Math: A Framework for Mathematics Instruction<br><br>From Reading to Math: Grades K-5: How Best Practices in Literacy Can Make You a Better Math Teacher<br><br>Solving for Why<br><br>The Unstoppable Writing Teacher: Real Strategies for the Real Classroom | Instructional Coach | July 2016: Teachers select books; IC distributes books<br><br>Group 1: Aug-Oct 2016<br>Group 2: Oct-Dec 2016<br>Group 3: Jan-Mar 2017<br>Group 4: Mar-May 2017<br><br>Book study groups will respond to questions /engage in discussions using Google Classroom during the quarter to discuss the book: IC will provide instructional support | Teachers will complete a reflection at the end of each book reflecting on the book and how the principles will be implemented in their classroom. | IC will complete a walkthrough to support the implementation of teacher goals identified in the reflection. | Book purchased with Title II funds |
| Counselor, EL, SPED, and Gifted will provide necessary professional learning, along with updates throughout the year for their areas. | Counselor, EL Teachers, SPED Teachers, Gifted Teachers | 9/13/16 - Suicide Protocol and Child Abuse<br>10/18/16 - Gifted PL<br>11/15/16 - SPED PL<br>1/17/17 - EL PL | Faculty meeting agendas | The individuals providing the training will make sure the updates have been put into practice. | None |
| Cognitively Guided Instruction (K-3)<br>-All teachers (including SPED, EIP, EL) participate in a refresher and review of recent CGI strategies.<br>-All members of Advanced CGI group will meet monthly with IC to review discourse charts and upcoming problem types. Additionally, each will received 2 coaching twice during the school year. | Instructional Coach | See Barrow County Elementary Math Support Plan for Dates<br><br>Monthly with Advanced CGI group<br><br>Coaching Sessions Monthly | Coaching Cycle Notes, Meeting Agendas, Discourse Charts, Lesson Plans | IC will support CGI work with coaching cycle walkthroughs and / or modeling<br><br>IC will provide written feedback on discourse charts | Subs for teachers attending CGI training |

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| -IC will support all members of Beginner CGI group with modeling in schools. IC will provide coaching once during the school year. | | | | | |
| Barrow County Instructional Frameworks (workshop model) will be reviewed again with teachers, veteran and new, with the continued expectation that it will be used in their classrooms and indicated in their lesson plans (especially in reading/ELA and math) | Instructional Coach | September 2016: Writing Workshop PLCs<br><br>October 2016: Math Workshop PLCs<br><br>Self-reflection Video - Teachers will utilize the "Swivel" with an Ipad to tape themselves teaching either and ELA or math lesson. They will then write a reflection and submit to IC. One time during the year.<br><br>January 2017: Writing Workshop PLC<br><br>February 2017: Math Workshop PLC<br><br>Follow up Walkthroughs and Coaching Cycles | Lesson Plans, Agendas, Teacher Reflections on Learning, Coaching Notes, Videos | IC will support the use of the workshop with coaching cycle walkthroughs, modeling, and support with locating resources | None |
| Review of math standards and development of exemplars to support math skills | Instructional Coach | Quarterly PLC to review upcoming standards and review/ develop exemplars | Meeting Notes, Exemplars | IC will support teachers in meetings and create exemplar files in Google Drive that are easily accessible | None |
| Review of writing standards and development of exemplars to support writing standards | Instructional Coach | Quarterly PLC to review rubrics and develop / review exemplars of student work using the BCSS rubrics | Meeting Notes, Exemplars | IC will support teachers in meetings and create exemplar files in Google Drive that are easily accessible | None |

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| Support teachers in developing an understanding as the school implements Academic Parent Teacher Teams | APTT Team | **Initial Training**<br>Post-planning training of all faculty and staff (6 hours).<br><br>**APTT #1 - Training**<br>08/04/16<br>08/09/16<br>08/18/16<br>(During grade level planning)<br><br>**Individual Conference Training**<br>10/04/16: 7:00 a.m.-8:00 a.m.<br>10/06/16: During PLCs<br><br>**APTT #2 Training**<br>11/08/16: 8-10 a.m.<br>12/19/16: 8-10 a.m.<br><br>**APTT #3 Training**<br>2/20/17: 8:00 a.m.-10:00 a.m.<br><br>3/10/17: 8:00 a.m.-10:00 a.m. | Sign In Sheets, Powerpoints, Google Drive Documents | **APTT #1 Debriefing with Teachers**<br>08/23/16: 2nd/ 3rd<br>08/24/16: K/1st<br>08/26/16: 4th /5th<br>(During grade level planning)<br><br>**APTT #2 Debriefing with Teachers**<br>1/10/17: K/1st<br>1/11/17: 2nd/3rd<br>1/13/17: 4th / 5th<br>(During grade level planning)<br><br>**APTT #3 Debriefing with Teachers**<br>3/28/17: K/1st<br>3/29/17: 2nd/3rd<br>3/31/17: 4th/5th<br>(During grade level planning) | None |
| Writing Across the Curriculum: Discuss how writing can be integrated into the Science and Social Studies classroom | Instructional Coach | November, December 2016 | Agendas, Sign In Sheets, Teacher Reflection, Lesson Plans | **Modeling and walkthroughs by IC to support teacher's work and follow up on reflections** | None |
| Continue to implement Design Team Process with fidelity | Instructional Coach, Principal, Assistant Principal | Twice monthly | Agendas, Data Notes, All In Learning Data, DIBELS Data, Writing Data, Math Data | **Support teachers in areas of weakness by providing resources, coaching cycles, and further PL as identified in Design Team meetings** | None |

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| Continue to preview a new technology tool at each faculty meeting, and design and implement a professional learning session each month for the technology tool, for any teachers interested | Digital Coach | Preview at faculty meeting monthly, professional learning session monthly | Meeting agendas, Digital coach PL sign-up sheets | **Digital Coach will have teachers document through pictures and/or share artifacts through Google Drive when tool has been implemented. Shoutouts will be completed at faculty meetings and/or social media** | None |
| Conduct a survey that grade level reps will complete to choose one technology tool to focus on per semester. Professional learning will be designed and implemented per grade level to help teachers obtain mastery of the technology tool, as well as mastery of implementing in their own classrooms. | Digital Coach, Instructional Coach | Professional learning as needed for tool, per semester, plus sharing/practice sessions implemented during PLC's | Digital coach PL sign-up sheets, PLC sign-in sheets | **Digital Coach will have teachers document through pictures and/or share artifacts through Google Drive when tool has been implemented. Shoutouts will be completed at faculty meetings and/or social media**<br>**Digital coach will conduct questions through Google Classroom to see what needs/successes teachers are having bi-weekly** | None |
| PLCs will be held weekly. The IC will lead one and grade levels will conduct a second one during the week. Topics will include: Math instruction, Math workshop model, constructive responses, Reflex Math,CGI, student goal setting, DIBELS, TRC, writing workshop model, using common vocabulary, using writing rubrics. APTT training, Leading individual conferences and data review | Instructional Coach Grade Level Reps. | 2 times a week | Sign in sheets, Agendas, and Discussion Log | **Teachers will write a Professional Learning Goal for TKES. Goals will be based on student achievement and linked to the SIP and topics covered in PLCs. A end of the year teachers will reflect on implementation and share data. Administrators will evaluate the implementation through the TKES rubric.** | None |